

MIDLAND ELEMENTARY
3011 Nichols Hwy.
Galivants Ferry, South Carolina 29544

GRADES K-5 Elementary School

ENROLLMENT 351 Students

PRINCIPAL Wiley R. Taylor 843-358-3036

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	50	43	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Excellent	N/A
2003	Good	Average	Yes
2004	Excellent	Good	Yes

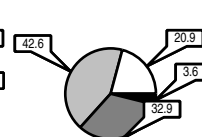
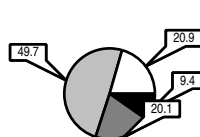
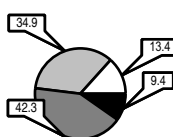
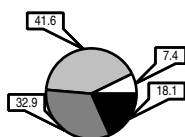
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	160	99.4	13.4	34.9	42.3	9.4	65.1	Yes	Yes
Gender									
Male	83	100.0	17.9	32.1	42.3	7.7	60.3		
Female	77	98.7	8.5	38.0	42.3	11.3	70.4		
Racial/Ethnic Group									
White	134	99.3	11.4	33.3	45.5	9.8	69.1	Yes	Yes
African-American	22	100.0	18.2	40.9	31.8	9.1	54.5	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	133	99.3	8.0	35.2	46.4	10.4	71.2		
Disabled	27	100.0	41.7	33.3	20.8	4.2	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	160	99.4	13.4	34.9	42.3	9.4	65.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	99.4	12.2	35.4	42.9	9.5	66.0		
Socio-Economic Status									
Subsidized meals	103	99.0	15.2	43.5	32.6	8.7	55.4	Yes	Yes
Full-pay meals	57	100.0	10.5	21.1	57.9	10.5	80.7		

Mathematics - State Performance Objective = 15.5%									
All Students	160	99.4	7.4	41.6	32.9	18.1	65.1	Yes	Yes
Gender									
Male	83	100.0	11.5	41.0	32.1	15.4	62.8		
Female	77	98.7	2.8	42.3	33.8	21.1	67.6		
Racial/Ethnic Group									
White	134	99.3	5.7	38.2	35.0	21.1	68.3	Yes	Yes
African-American	22	100.0	9.1	63.6	22.7	4.5	54.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	133	99.3	5.6	39.2	35.2	20.0	70.4		
Disabled	27	100.0	16.7	54.2	20.8	8.3	37.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	160	99.4	7.4	41.6	32.9	18.1	65.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	158	99.4	6.1	42.2	33.3	18.4	66.0		
Socio-Economic Status									
Subsidized meals	103	99.0	10.9	46.7	26.1	16.3	56.5	Yes	Yes
Full-pay meals	57	100.0	1.8	33.3	43.9	21.1	78.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	35	100.0	23.3	40.0	33.3	3.3	36.7
	Grade 4	48	100.0	36.2	42.6	21.3	N/A	21.3
	Grade 5	35	100.0	21.9	50.0	25.0	3.1	28.1
	Grade 6	40	100.0	36.1	44.4	19.4	N/A	19.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	46	100.0	6.8	6.8	56.8	29.5	86.4
	Grade 4	52	100.0	12.2	46.9	38.8	2.0	40.8
	Grade 5	62	98.4	18.6	49.2	32.2	N/A	32.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	35	100.0	13.3	60.0	20.0	6.7	26.7
	Grade 4	48	100.0	23.4	40.4	17.0	19.1	36.2
	Grade 5	35	100.0	3.1	56.3	34.4	6.3	40.6
	Grade 6	40	100.0	5.6	33.3	33.3	27.8	61.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	46	100.0	2.3	38.6	43.2	15.9	59.1
	Grade 4	52	100.0	6.1	42.9	28.6	22.4	51.0
	Grade 5	62	98.4	11.9	44.1	27.1	16.9	44.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 351)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.3%	Down from 2.6%	2.9%	2.7%
Attendance rate	96.0%	Down from 96.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%		5.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		4.0%	3.5%
Eligible for gifted and talented	21.6%	Up from 10.9%	13.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.1%	Down from 7.4%	9.4%	8.2%
Older than usual for grade	0.6%	Down from 1.5%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.9%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	45.8%	Up from 45.0%	50.0%	51.4%
Continuing contract teachers	83.3%	Down from 100.0%	89.5%	87.5%
Highly qualified teachers**	100.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	4.8%		0.0%	0.0%
Teachers returning from previous year	92.2%	Down from 98.0%	86.5%	86.7%
Teacher attendance rate	93.2%	Down from 93.3%	94.5%	94.9%
Average teacher salary	\$39,345	Down 9.2%	\$40,360	\$40,760
Prof. development days/teacher	16.4 days	Up from 5.0 days	12.5 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 17.9 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 89.3%	89.5%	90.0%
Dollars spent per pupil*	\$7,624	Up 18.0%	\$5,800	\$6,044
Percent of expenditures for teacher salaries*	60.9%	Down from 63.3%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year at Midland Elementary saw many accomplishments made and goals met. Midland earned a Palmetto Silver Award on the State Report Card in the fall of 2003.

Other goals that were met or exceeded were 100% of parents participating in personalized learning plan conferences and 100% of parents signing compacts. Over 93% of our kindergarten students were reading at a level "3" or above as measured by the Diagnostic Reading Awareness (DRA) and 1st and 2nd grade students were also above 90% in their reading levels. A new means of continuous diagnostic testing to measure standards programs in reading and math called MAP (Measures of Academic Progress) was used this year in 2-5 grades. Progress made during the year exceeded national median average in all areas and grades except one (7 of 8).

Family/School programs and other services continued to offer parenting workshops, family reading nights, daycare and home visitations, book giveaways, community presentations, charitable assistance, and more. The school offered after-school tutorial help for identified "at risk" students, special teacher instructors for "at risk" and advanced students during the day, "team time" during the day for diversification instruction and even pre-algebra for highly advanced students in math.

Two students earned All-State Junior Chorus, a 5th grade student won the district award for the Lt. Governor's Writing Contest, many students won awards for reading, the number of gifted/talented students reached an all-time high for the school, and the chorus and hand-bell choir continued to perform at events. Fifth grade students participated in DARE.

The Midland PTO raised record funds to improve playground equipment, school grounds, and academic growth. Fine Arts, school environment, and other programs were supported.

Staff development has been more intensive than ever before, concentrating on meeting individual student needs. Many staff members have combined their own professional growth - attaining additional degrees and course work.

Our school was proud to open its doors to approximately 375 students in grades Pre-K-5 that began a new make-up in grade levels and attendance area for our school.

W. R. Taylor, Principal

Diane Bagnol, School Improvement Council Chairperson, 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	58	56
Percent satisfied with learning environment	100.0%	94.8%	92.9%
Percent satisfied with social and physical environment	100.0%	98.3%	85.2%
Percent satisfied with home-school relations	100.0%	93.1%	74.5%

*Only students at the highest elementary school grade level at this school and their parents were included.